# Interference Problems in Translating Different Spoken and Written Texts from Arabic into English

# مشكلات التداخل في ترجمة نصوص محكية ومكتوبة مختلفة من العربية الى الانجليزية.

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# Authorization

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# Dedication

**To my beloved parents who supported me in every step in my life.**

# Table of Contents

# List of Appendices

# Interference Problems in Translating Different Spoken and Written Texts from Arabic into English.

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## Abstract

This study aimed at investigating interference problems in translating spoken and written texts from Arabic into English and providing suggestions to solve these problems. The study raised the following questions:

1. What problems arise from the interference of Arabic when translating different spoken and written texts from Arabic into English?

2. What suggestions can be offered to solve these problems?

To achieve the goals of the study, the researcher used two instruments; discourse analysis of students' errors in their written and spoken translation texts and interviews with university instructors. Results indicated that interference occurred lexically, semantically, grammatically, stylistically and phonologically. Results also showed that the most frequent interference that occurred in the students' translations

were the lexical and grammatical interferences. The interviews provided suggestions for solving the problems as follows:

1. Taking extra courses in translation and in comparative linguistics where more attention is given to error analysis.

2. Students should practice translating texts which would lead them to separate the two languages and treat them as individual entities.

3. Instructors should provide spoken and written feedback, guidance and support to their students in order to avoid the occurrence of errors.

The study recommends that further research may be conducted on other types of interference, such as cultural interference which occurs as a result of the differences between Arabic and English.

Keywords: Interference, Translation, Problems.

# مشكلات التداخل في ترجمة نصوص محكية ومكتوبة مختلفة من العربية الى الانجليزية.

**اعداد**

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**ملخص**

هدفت هذه الرسالة إلى تحديد المشكلات التي يواجهها المترجمون عند ترجمة النصوص المحكية والمكتوبة من العربية الى الانجليزية واقتراح حلول مناسبة لحل هذه المشكلات. طرحت الدراسة الاسئلة الآتية:

1) ما هي مشكلات التداخل التي تظهر في ترجمة نصوص محكية ومكتوبة مختلفة من العربية إلى الانجليزية؟

2) ما هي الاقتراحات التي يمكن طرحها لحل هذه المشكلات؟

لتحقيق أهداف هذه الدراسة، قامت الباحثة باستخدام آداتين: الاولى كانت تحليل النص وذلك بوصف الأخطاء التي ارتكبها الطلبة في ترجماتهم وأما الثانية فقد كانت إجراء مقابلات مع بعض أساتذة الجامعات. أظهرت النتائج أن أنواع التداخل كانت على مستوى الكلمة والمعنى والقواعد والأسلوب والصوت. ووضحت أن أكثر أنواع التداخل تكراراً في ترجمة الطلبة هي التداخل المتعلق بالمفردات والقواعد. وقدمت المقابلات اقتراحات لحل هذه المشكلات منها:

1. أن يأخذ الطلبة مواد اضافية في الترجمة و اللغويات المقارنة مع إعطاء اهتمام اكثر لتحليل الأخطاء.

2. أن يتدرب الطلبة على ترجمة النصوص ليحسنوا قدارتهم على الفصل بين اللغتين والتعامل مع كل منهم بشكل منفرد.

3. أن يوفر المدرسون تغذية راجعة في أساليب الكتابة والمحادثة وتقديم الإرشاد والدعم اللازم للطلبة حتى يتمكنوا من تفادي هذه الأخطاء.

و بناء على هذه النتائج قدمت الباحثة عددا من المقترحات و التوصيات و منها, إجراء أبحاث عن التداخل الثقافي بين اللغتين الناتج عن الإختلافات الكبيرة بين الثقافة العربية الاسلامية والثقافة الإنجليزية.

الكلمات المفتاحية: التداخل, الترجمة, مشكلات.

# Chapter One

# Introduction

## 1.0 Background of the Study

### 1.1 Introduction

Languages existed since the dawn of time and were used by people throughout history, to communicate and build relationships. And since people use and learn languages, contact is ought to occur and mistakes emerge. The difference between the first language (L1) and the second language (L2) leads to the appearance of the concept of interference. Many scholars discussed interference and stated that it is a phenomenon that may occur at the level of a word, a phrase, an idiom, a metaphor or a term of a whole syntactic structure when translators transfer some source texts into target texts influenced by aspects of the source language. (Havlaskova, 2010). This term is seen by others as the influence of the native language (L1) on the learning of the second language (L2) and the transfer that occurs (Erarslan & Hol, 2014).

The influence of the first language (L1) on the second language (L2) is discussed by various researchers who came to the conclusion that interference is one of the most influential reasons for the errors that occur in translation. Maier (2008) addresses this issue and explains that the

influence of the source text may lead to problem in translating any text. Therefore interference is studied as one of the major problems that result when students learn a second language where they tend to mix aspects of the second language with aspects of their own language. This happens because the sound systems, the meaning of words, structures and styles are different. According to Mitchell & Myles (2004, cited in Maier's study 2008) the interference that occurs between two languages is mainly linguistic that is affected by speakers or writers' knowledge and perception of one language or another. Benson (2002) states that transfer between languages can be either positive or negative. Positive transfer may help facilitating the process of communication in the target language whereas negative transfer may become an obstacle or lead to errors in (L2). Similarly Bose (2005) mentions that one of the most influential reasons for learners' errors is the interference of their mother tongue (L1). It is described as the negative and positive transfer that occurs between the mother tongue (L1) and the target language (L2). The negative transfer appears when the forms of (L2) and (L1) are different from each other while positive transfer occurs when these forms are similar.

Translation is considered to be a very important tool in all fields of knowledge, communication and education. It is used to convey and share information between different cultures with different backgrounds and it is

considered as a means of communication between people around the world. It gives them the ability to communicate their thoughts, ideas, feelings, cultures and notions. Newmark (1988) stated that translation is the rendering of the meaning of a text from the source language into another language (target language) in the same way that the writer intended it. Following his steps, many other researchers investigated and studied this field, such as Lederer (2003) who said that translation is the process which is set to establish equivalence between two texts in two different languages. These equivalents depend on three main factors which are the nature of the two texts, their objective, and the relationship between the two cultures involved.

The widespread notion of translation may lead to the appearance of errors. Errors are usually seen in the written and spoken translation especially in lexicon, syntax and semantics. Most of the errors found in translation are triggered by the interference of the first language. The influence of the first language occurs naturally and the translator wouldn't notice the error. Translation can be demanding since it may affect communities or even countries. Therefore translators must be competent in both languages and cultures because wrong rendering may lead to a huge misunderstanding, which evidently causes the translator big problems.

These problems occur constantly because of the novice translators' lack of knowledge in the target language rules and structures. Translation is a high level writing skill which many find it to be the most difficult skill. It requires that writers and translators must have the ability to express their ideas in the target language as accurate as they would in their mother language. Therefore the problem of interference emerges when writers and translators try to import linguistic structures of (L1) and force them onto (L2). They also don't realize or comprehend that every language has its own rules and structure and each one expresses ideas in different ways by different means.

The relationship between interference and translation is evident and clear in different texts i.e. political. In order to understand the reasons that cause bad translation, we have to investigate interference from the first (L1) in the second language (L2). There won't be any translations without interference as Malkiel (2006) believes. He claims that interference would even occur in (L1) and confirms that it is not only a feature of L2 translation. Therefore, this problem should be investigated from both sides in order to get accurate results of its reasons and effects.

## 1.2 Statement of the Problem:

Students who learn a second or a foreign language always face interference problems. Interference is one of the main reasons that cause students to make mistakes, not only in spoken and written English texts but also in translating different texts from Arabic into English. Because these problems exist in translation, the researcher decides to investigate them and to offer some suggestions to overcome them.

## 1.3 Objectives of the Study:

This study aims to investigate interference problems such as phonological, lexical, syntactic, semantic and stylistic interference that occur in the translations of different spoken and written texts by BA students majoring in English. It also tries to seek suggestions that may help in solving these problems.

## 1.4 Questions of the Study:

The following questions are expected to be answered by the interviewees and by the linguistic analysis which is done by the researcher:

1. What problems arise from the interference of Arabic when translating different spoken and written texts from Arabic into English?

2. What suggestions can be offered to solve these problems?

## 1.5 Significance of the Study:

This study is important because it adds up to the linguistic and translation store needed for further studies. It may help linguists and translators in understanding and investigating the reasons behind interference and to offer some solutions which may help in reducing the problems. Though there are many studies that deal with interference in the writing of EFL (English as a Foreign Language) learners, studies that focus on translation errors and interference are scanty especially in Jordan.

## 1.6 Limitations of the Study:

The results of this study cannot be generalized to all BA students majoring in English in Jordanian universities because the sample doesn't include all BA students in Jordan. The findings are limited to the sample and instruments used in the study.

## 1.7. Limits of the Study:

The study takes place in Amman, Jordan during the second academic semester 2016/2017 at MEU.

## 1.8 Definition of Terms:

**-Interference (Theoretically),** according to Baker (2009, p307) "it is the accumulation of all effects that occur from the first language (L1) on the second language (L2)." However, Thorovský (2009, p 86) defines linguistic

interference as "an unintentional transfer of some elements of the source language (SL) to the target language (TL)."

**-Interference: (Operationally),** it deals with the translation errors that are made by Jordanian BA students of English when they translate different texts from Arabic into English.

**-Translation (Theoretically),** according to Antar (2002, p7)" it is a science, an art and a skill which rebuild the original text in the form of a new text for the readers who aren't familiar with the original". However **(Operationally),** it means errors arising from the translations of spoken and written by Jordanian undergraduate students majoring in English.

# Chapter Two

# Review of Related Literature

## 2.0 Introduction

The aim of this chapter is to review and include literature related to the topic of the study. This chapter is divided into two sections. The first section deals with the theoretical aspect which includes definitions of interference and translation by different scholars and researchers and causes and effects of interference. The second section reviews empirical studies that examine and identify types of interference.

## 2.1. Review of Theoretical Literature

This is the first section which includes studies related to the definition of interference and translation and causes and effects of interference.

### 2.1.1 Definition of Interference and Translation

We cannot study translation without referring to interference because any learner of a second language is deemed to commit errors. In that sense many researchers have defined, explained and discussed what interference is and how it is related to translation. Interference is sometimes defined as an error, positive or negative, an influence or even an effect, scholars varied and came to different conclusions about it.

Newmark (1988) describes translation as rendering and transferring meaning from the native language into the target language as it is intended by the original writer. Similarly, Gaber (2005) adds that the aim of translation is to communicate ideas of the text in the source language to the readers of the target language. Accordingly, the reader of the target text will read the text as if it is written in the target language believing that the text contains the source language writer's true intentions.

Brown (2007) defines transfer as the influence which occurs between the native language (L1) and the second language (L2) because of the similarities and differences between them. He also adds that transfer is viewed as the interaction between pervious linguistic knowledge and present learning process which facilitate the new learning task. Similarly, Mitchell and Myles (2004) state that this transfer is also known as cross-linguistic interference and that is the speakers' or writers' knowledge of their L1 is used as a way to acquire L2.

Vannestål (2009) explains that interference is the contact which takes place between a native (L1) and a foreign language (L2). This interference may cause deviations in the target language like syntactic, grammatical, lexical, semantic or pragmatic which were the most frequent causes of interference. These deviations or interferences are caused by the transfer from (L1) to (L2). She also adds that interference could be found more

frequently in the translations of humanities, social sciences and history than technological and natural sciences. She states that lack of clarity or understanding from L1 to L2 has shown to be one of the main reasons for the problems in translation. And although the syntactic structure of the statements is important, partial transfer of information is noticed in the translations of novice translators.

### 2.1.2 Literature Related to the Causes and Effects of Interference

This part reviews scholars who have discussed the reasons behind interference and the effects it has on translating spoken or written texts.

Corder (1981) explains how native speakers inject the characteristics of their mother tongue into the target language. He adds that this injection may lead to the production of ill- formed utterances or errors. He classifies errors related to utterance and language competence as transpositions, substitutions or additions of a speech sound or morpheme, word or complete phrase, or a blend and a mix of all of them. He also regards language as a code or a set of rules for producing syntactically, phonologically and semantically well-formed sentences. Rules may lead the learners to make errors related to the appropriate use of them in transfer from (L1) to (L2). These errors can be classified into referential errors, register errors, social errors, textual errors and linguistic errors. All these

error are mainly studied by the interference from the learner's linguistic and non-linguistic competence in the target language and the influence of the mother tongue as well. He considers the study of errors as part of investigating how learners acquire or learn a second language.

Benson (2002) states that transfer between languages can be either positive or negative. Positive transfer may help facilitating the process of communication in the target language whereas negative transfer may become an obstacle or lead to errors in (L2). The researcher also adds that reasons for this phenomenon are; lack of previous knowledge of other languages, fear of loss of identity if L2 is learned too well and the feeling that L2 lacks prestige. Similarly to Benson's remarks Bose (2005) mentions that one of the most influential reasons for learners' errors is the interference of their mother tongue (L1). It is described as the negative and positive transfer that occurs between the mother tongue (L1) and the target language (L2). The negative transfer appears when the forms of (L2) and (L1) are different from each other while positive transfer occurs when these forms are similar.

Al-Badawi (2012) states that errors which learners of the second language commit are due to the direct interference of the negative transfer that occurs from the first language (L1) to the second language (L2). Interference occurs because of the distinctive features of each language. He

also classifies the common errors that occur because of interference as; phonetic, morphological and syntactic errors. He states that these errors are the result of the differences that exist between L1 and L2 in the phonological systems, lack of knowledge of L2 morphemes and the injection of some L1 syntactic structures and rules into L2.

Khansir (2012) believes that errors made in the process of learning a second language are related to three influential theories; contrastive analysis, error analysis and interlingual theory. These theories can have a positive effect on transfer between (L1) to (L2) in order to improve the learners' ability of acquiring or learning a second language. The learners of English as a second language may be unaware of the existence of systems and rules in English language. Therefore, errors occur and that affect the learners' output which might be correct or incorrect according to their previous knowledge of L2.

Dweik (2000 & 2013) believes that interference between the first language and the second language is inevitable. He focuses on cultural interference and how it may lead to massive misunderstandings. He classifies errors that Jordanian students may commit into lexical, semantic, stylistic and cultural. He also states that interference is mainly triggered by the lack of awareness of the target language or the misuse of dictionaries in obtaining the meanings.

AlBzour & AlBzour (2015) state that translation is an art which may cause errors according to the proficiency of the translators and it requires a professional skill like that of a writer. Therefore if much attention is paid to the process of translation, it will lead to the dominance of positive interference that will give good translations over the negative one. Learners of a foreign language tend consciously or unconsciously to employ some methods or techniques related to their mother tongue while developing their writing skills. That tendency may lead to the production of great pieces of art because of the good influence of L1 on L2.

## 2.2 Empirical Studies

Many researchers were interested in the field of interference and how it may affect translation and writing. A number of studies were conducted in Jordan and other Arab countries and the world at large.

### 2.2.1 Empirical Studies Conducted in Jordan and the World at Large

Diab (1996) examined lexical, grammatical, syntactic and semantic errors made by Lebanese students. The researcher selected 73 Lebanese native speakers of Arabic taking an intermediate level English course in their sophomore year studying at the American University of Beirut. She analyzed their English writings through error analysis to show the degree of mother tongue (Arabic) interference that occurred in them. As a result of

the examination, it was noticed that there was a great influence of the Arabic linguistic structure on the English writings of the students. Therefore errors were classified into lexical, grammatical, semantic and syntactic. The analysis revealed the existence of 558 grammatical errors included articles, prepositions and singular and plural, 217 lexical errors, 106 semantic errors and 193 syntactic errors that included word order, coordination and omission of the copula had occurred in most of the students' writings. Most of the errors occurred where the students felt that Arabic and English were similar whereas fewer errors were committed where there were clear differences between the two languages.

Bloem, Bogaard & La Heij. (2004) investigated semantic interference which was found in word- translation. A group of 26 university students who were native speakers of Dutch and highly proficient in English participated in the experiments that included 32 high frequency English words which were familiar to the Dutch students. The results showed that semantic interference was found at the lexical level and there were clear indications of the influence of (L1) on (L2).

Maros, Hua and Salehuddin (2007) dealt with interference and its effect on (L2). The researchers followed Norrish's (1992) approach in conducting error analysis and identifying, describing, explaining and evaluating errors. The sample was chosen from six different local schools and the student's

written essays were analyzed. The results showed that despite having gone through six years of learning English in schools, the learners were still having difficulties in using correct English grammar in their writings. The three most frequent errors made by the students were in grammar, and the most frequent ones were the use of articles, subject- verb agreement and copula 'be'.

Maier (2008) explored the structural interference influence in language production of bilinguals, especially in translation. Experiments were conducted using translating texts from (L1) to (L2) and vice versa, reading sentences and reading comprehension tasks. The researcher also conducted a questionnaire which included 14 items that aimed to find out about the difficulties the participants encountered while taking part in the experiments. The results showed that syntactic interference was found primarily in translations from (L1) into (L2) and was less seen in the translations from (L2) into (L1). Translators tended to inject some of L1 structures into L2 in order to facilitate the process of conveying the meaning. This injection had a negative effect on this process.

Havlaskova (2010) analyzed interference in students' translations. The researcher used a translation test which consisted of six texts that were assigned to the students for translation in the two courses; cultivating Translation Skills and Text and Discourse Analysis as weekly homework,

three texts each course. 77 translations were analyzed presented in tables. A questionnaire asking students about their views of interference was conducted. They completed it anonymously and on spot. The questionnaire included 18 questions inquiring about the students' awareness and perception of interference. The first 4 questions were general asking for students' demographic information. Questions from 5-17 asked about students' perception of interference and the last question challenged them to express their suggestions and observations concerning the topic. The results showed that there were many types of interference found in students' translations such as lexical, syntactic, grammatical and typographical. The results from the analysis of students' translations showed that lexical and syntactic interferences occurred with the greatest frequency. Nevertheless, according to the answers from the questionnaires 74% of students considered syntactic interference the most frequent type. On the other hand, lexical interference was in their opinions the most serious one. According to the analysis of both instruments it was concluded that although students may be aware of the influence of interference, it would still cause the many difficulties especially when they occur on the level of syntax and lexis.

Abu Naba'h (2011) identified the types of lexical errors made by 50 in-service English language teachers enrolled in a course in methods of teaching English in the upgrading program at the Hashemite University.

The data were collected from the final exam papers of the sample. The exam consisted of questions on methods of teaching language skills and an open ended question about the reasons for deterioration of English language teaching in Jordanian schools. The results showed that errors were divided into 2 types; interlingual errors which accounted for 85% that took the form of translation, which revealed that errors were found in the areas of synonyms, wrong collocation motivated by L1, confusion of binary terms and overuse of some lexical terms. On the other hand intralingual errors which accounted for 15% were due to phonic and graphic resemblance and overgeneralization.

Yingying (2011) investigated the nature of the relationship between working memory and sentence processing by examining interference effects in sentence comprehension and relating them to the performance of a set of working memory tasks, executive function tasks and vocabulary tests. The researcher selected a sample of 56 undergraduate students from Rice University who participated in the experiment, which included 48 sets of sentences with four different types of sentences in each set. The results showed that semantic and syntactic effects were negatively shown in relation to the working memory capacity and span.

Dweik (2013) aimed to identify the difficulties students may face when translating cultural and literary expressions from English into Arabic. A

translation test was developed and semi structured interviews were conducted. The test included an English political text entitled "Power needs clear eyes". The researcher used a sample of 20 university English language major students. I and he also conducted interviews which consisted of three questions that aimed to find out the difficulties that students faced in their translations. The results showed that the students committed many lexical, syntactic and cultural errors due to their lack of awareness and knowledge of the target language and its culture. Also, they misused dictionaries in the process of getting suitable meanings for the words.

Al-Zoubi and Abu-Eid (2014) investigated the influence of the first language on learning English as a second language in Jordanian schools and its relation to education policy. The sample contained 266 high school students in the year 2013-2014. A translation test consisted of 24 items which were divided into eight areas, three sentences in each area: (1) nominal and verbal sentence, (2) passive voice, (3) conjunction, (4) addition to, (5) adjective, (6) verb to be, (7) numbers and (8) assimilation-dissimilation. It was concluded that the percentage of the errors committed by the subjects exceeds the percentage of the correct answers. The percentage errors in the use of verb to be, addition to and passive voice were the highest. They concluded that the students were influenced by their

mother tongue (Arabic) when they applied its rules and devices on their English translation, and the differences in the structures of the two languages would cause problems in translating to L2.

Erarslan and Hol (2014) examined the interference that occurs from (L1) on (L2) in terms of vocabulary, use of prepositions and the use of simple present tense. The sample included 323 participants who were enrolled in a state university in Turkey. The students were asked to complete a translation test which consisted of 20 vocabulary item, which mainly included phrasal verbs, collocations and compound words, 10 phrases with prepositions and 10 sentences that require the use of simple present. The results revealed that most (L1) interference was found in the use of prepositions followed by vocabulary and the least of (L1) interference was in the use of the simple present tense. The students have used some of L1 structures to produce appropriate and acceptable equivalents in L2. However they also used some L1 structures without any change and inserted them into L2 which lead to the production of unacceptable responses.

SattiHamad and Yassin (2015) investigated lexical errors and their effect on university students' writings. The researchers used a descriptive analytical approach, and they conducted a questionnaire which was given to 67 university English language teachers from different universities in

Sudan.  A composition test was given to 150 university students whose L1 was Arabic and majored in English from different English departments. They were asked to write an essay about Sudan. The results showed that the lexical errors that occurred were classified as; word choice, transliteration, omission, misspelling and redundancy. These errors were mainly influenced and caused by interference of the mother tongue.

## Summary

The reviewed theoretical and empirical studies acted as a compass and guided the researcher to the kind of instruments that are suitable for conducting the study. They presented different kinds of ideas of how to classify and present the data. They also added knowledge about the topic that was helpful in specifying the field which the researcher intended to study. These studies laid the foundations which helped the researcher to conduct the study and achieve reasonable answers to the questions asked in it.

# Chapter Three

# Method and Procedures

## 3.0 Introduction

This chapter presents the methodology that is followed in conducting the study. It provides information about the population and the sample of the study and describes the instruments, their validity and reliability and finally it presents the steps that are used throughout the study. The study uses a qualitative design approach.

## 3.1. Population and Sample of the Study

The population of the study consists of BA students majoring in English who are enrolled at Jordanian private universities. From this population, the researcher has selected a purposive sample of 20 BA senior students majoring in translations. The sample was selected from two courses at MEU during the first semester 2016/2017. The researcher chose a non-random sample to facilitate the study depending on the time and funds available. According to Chadwick, Bahr &Albrecht (1984 p67) "There are no rules that dictate the size of the sample. Also in (p69) "The size of the sample required depends on the nature of the population, the purpose of the study and the resources of the study." They also stated in (p120) "No specific rules on how to obtain an adequate sample had been

formulated, for each situation presents its own problems. If the phenomena understudy are homogeneous, a small sample is sufficient.".

## 3.2. Instruments of the study

The researcher used two different instruments; first, discourse analysis of assignments consisting of 20 different written and oral texts (i.e. political, news, legal and others). The translation was intended to identify the types of interference. Second the unstructured interviews which were conducted with a group of Professors of Linguistics and Translation in translation sought to obtain suggestions to solve and ease the problems.

### 3.2.1 Items of the Translation Test

The translation test comprised 20 different statements which were divided into five interference categories, namely; grammatical, lexical, semantic, stylistic and phonological interference. The translation items were taken from two courses "Arabic- English Translation" and "Studies in Translation" which dealt with translating texts from L1 into L2. (See Appendix 1, p59 for the items of the translation test)

The first category fell under grammatical interference which included word order, verbal and nominal sentences, passive, omission of the copula, subject-verb agreement and the use of prepositions. The second category was concerned with lexical interference which included errors in lexis due

to the differences between the two languages (Arabic and English) and the assigned meanings for each word. The third category focused on semantic interference which resulted from misunderstanding the ideas presented in the text perhaps because of the differences between metaphoric and everyday language. The fourth category was stylistical which included errors of usage and style such as repetition and levels of formality (i.e. jargon, slang, formal) and the different styles both languages require in the process of writing such as the use of punctuation marks, e.g. the commas, full stops, semicolon, exclamation and question marks. Finally, The fifth category dealt with phonological interference which included different sounds that would create difficulties in uttering them such as; vowels /i/ and /e/, consonant clusters e.g. /strong/. This kind of interference is caused by the absence of certain sounds/phonemes/features in Arabic or the difference in the point and manner of articulation.

### 3.2.2 Discourse Analysis

This method of analysis included analyzing the translation test items done by the students, marking and pointing out the interferences occurring in each, classifying them according to the types, explaining them and discussing the reasons that lead to their occurrence. The oral texts were presented in the same way. The students translated the texts orally and the researcher analyzed their pronunciations of the translated words, spotted

the deviations that occurred, discussed them then explained them and the reasons behind them.

## 3.3 The Interviews

The researcher has interviewed four professionals who either have been teaching translation courses or have a long experience in the field of translation. Each interview consisted of questions related to how interference influenced students' translations. The interviews sought to obtain suggestions that could be offered to ease the problems of interference in translation. This technique would help the researcher collect more information that could not be available from the translated texts. According to Bell (1999) interviews provide more reliable information because the researcher conducts them face to face and gets (i.e. the way the response is given, the interviewees' facial expressions, tone of voice and body language) directly. The researcher introduced herself and explained the purpose of her study to make the atmosphere more comfortable and gain the trust of the interviewees.

The interviews consisted of three questions which were constructed based on the criteria that Havlaskova (2010), Diab (1996) and a few other researchers based their studies on, to probe the responses needed to answer the second question of the study. The qualitative data which were collected

from the interviews provided information that the test did not and they were analyzed and described. The responses of the interview could be developed and clarified because they carry much credibility than a questionnaire or a test. (See Appendix 2, p62 for the interview questions)

## 3.4. Validity and Reliability of the Test

The validity and reliability of the test were checked by the test- retest technique. The researcher gave a test to a group of students who have the same characteristics of the participating sample (but not within the sample) and after two weeks she gave the same test again to them in order to measure the degree of stability in their answers. The results showed stability and consistency in the responses. Students were asked to do the test individually as a homework assignment. Clear instructions were given to them in order to facilitate the process of finishing the test. The students were allowed to use whatever sources whether written or online sources they needed to help them in their translations.

## 3.6. Procedures of the study

The researcher followed the steps below in conducting the study:

1. Reading and scanning a number of previous studies related to interference and the effect of the first language on the second language.
2. Setting the instruments that would be used in collecting the data needed for the study.
3. Choosing the sample of the study and selecting the participants.
4. Getting a permission letter from the university to facilitate the process of conducting the study. (See Appendix 3, p63 )
5. Conducting the validity of the test.
6. Applying a test to measure reliability and consistency.
7. Analyzing the data, presenting and explaining them.
8. Displaying the results and discussing them in relation to previous studies and prepare further recommendations.
9. Writing the references according to APA style.
10. Adding the appendices.

# Chapter Four

# Results of the Study

## 4.0 Introduction

This chapter reports the findings for the two questions that were raised by the study. The questions are:

1. What problems arise from the interference of Arabic when translating different spoken and written texts from Arabic into English?

2. What suggestions can be offered to solve these problems?

## 4.1. Results of Question One

What problems arise from the interference of Arabic when translating different spoken and written texts from Arabic into English?

A sample of different texts translated by students majoring in English were selected from two courses (Arabic- English Translation) and (Studies in Translation). The analysis showed that there was a frequent occurrence of lexical, semantic, grammatical, stylistic and phonological interference. The following headings explain and define each type of interference and give examples from the students' translations.

### 4.1.1 Lexical Interference

Lexical interference occurs mainly because of literal translation of lexicons. In this type, the researcher dealt with words and how they were translated by students. Most of the errors that were found in the translations were due to the incorrect translation of words or inappropriate selection of the correct equivalence in the target language. Making such inappropriate choice occurred because of several reasons; the first was that students didn't consider that a word might have more than one meaning and just relied either on their previous limited knowledge of the target language or chose one of the first meanings listed for the word in the dictionary. Most of the students didn't even consider the context and only focused on the words and not on the sentence as a whole. They only applied the meanings that were usually given for the same words without considering the situation they were used in.

As a result of the inappropriate choice of words the whole meaning of the context was rendered incorrect or distorted. This means that the essential and most important role of translation as to convey the meanings and communicate ideas between different languages was lost. So students should have used and checked different sources in order to obtain the most suitable meaning which conveys the correct intended meaning. They also should have bore in mind that relying on one's knowledge isn't enough and

they have to increase it by expanding their range of expertise in the practical field of translation. The following examples illustrate these difficulties:

الحي الذي يسكنه بعيد عن هذا المكان.

Students use the words (village, neighborhood, district) in translating the word (الحي) instead of the intended word (quarter) they depended on their previous knowledge of the word without referring to any source that may provide multiple equivalents. The same was also found in many other statements like:

في مكتبة الجامعة كتب و مجلات و دوريات.

Students chose the first word in the dictionary to translate the word (دوريات) and most of them translated it into (patrols) instead of (periodicals). This happened because students weren't used to use it in any different context other than patrols. Another example was:

توجه رئيس الوزراء الى المطار ليستقبل ضيف البلاد العظيم.

In this statement students translated (رئيس الوزراء) as (president of minister, minister, president and administer) instead of (Prime Minister) or in

(اطلقت امريكا قمرها الصناعي الاول. وهو يدور حول الارض.) instead of (launched), many students translated (اطلقت) into (fired or released). It was also found in translating (يدور حول) into (spins) instead of (circulates and rotates). Here students treated words as parts without looking or considering the statement as a whole. They chose the first word they found in the dictionary.

The second reason might be associated with the differences between lexicons of the source and target languages. There are some words in the source language that don't have a clear equivalence in the target language or is a concept that must be explained or expressed by using several words. In this case a one word or equivalence would be inappropriate and wouldn't transfer the meaning intended in the text. Students tried to find a one word expression without considering that the meaning they chose in the target language may refer to something different from the source text. As a result, readers of the translation might misunderstand the translated concept and the translator's job as a communicator or a mediator between the two languages would be compromised. Some students made such errors in the following statements:

اذيع في دمشق ان لجنة تشكلت لبحث امكانية اصلاح الخط الحديد الحجازي

They translated (الخط الحديدي الحجازي) into (AlHijazi Iron Line) instead of (AlHijazi Railway). Students tended to translate these words literally which made the statement lose its meaning.

سيتم تصريف المياه الفائضة عن طريق تحويل مجرى نهر العاصي و انشاء سدود و اقنية.

Some students translated (نهر العاصي) into (Al-Asi/ the sinner's river) instead of (Orontes river). Errors related to equivalents were mostly seen in the translations of inexperienced students. As it was found in the translation of this statement:

غادر وزير المالية عمان الى واشنطن لحضور اجتماعات البنك العالمي و صندوق النقد الدولي التي ستعقد في نهاية الشهر.

Instead of translating (وزير المالية) as (The minister of finance), most students translated it into (The minister of money) and (البنك العالمي و صندوق النقد الدولي) into (international special safe/ cash box) whereas it should have been (International Monetary Fund).

## 4.1.2 Semantic Interference

Semantic interference occurs when students misunderstand the whole meaning of a statement which leads eventually to the appearance of weird or funny meanings. This kind of interference occurs mainly because of the literal translation of a text. Students translated the texts relying on their previous knowledge of the meanings of the words regardless of the intended meaning of the statement. These errors were found in the translation of expressions, proverbs and names. Examples were found as follows:

قطعت وعداً على نفسي بألا استسلم

In this statement students misunderstood the meaning of the whole text and translated it literally so instead of translating it into (I promised myself/ I made myself a promise) most of them used (I cut a promise on myself) which distorted the meaning. (وقعت الفتاة بالخطأ) they made the same mistake in translating this statement as well and used (She fell in the fault/wrong) instead of saying (She made a mistake).

(ادرجت قضية فلسطين على جدول اعمال الجامعة العربية.)They translated this statement without referring to the usual terms used for it, so they

translated it as (The Palestinian policy was informed to work of the Arab university.) instead of (The Palestinian case was listed on the Arab League's agenda.)Another example was:

ان النصر الباهر الذي حققه خالد بن الوليد في اليرموك قرر مصير سوريا.

It was misunderstood by students as (A huge victory which Khaled Ibn Alwaleed announced made Syria's future.) instead of (The perfect/great victory which Khaled Ibn Alwaleed achieved, decided the fate of Syria.)

The literal and incorrect choice of words led students to mistranslate the statements. Their misunderstanding of the text was the main reason for these incorrect translations. They also used their previous knowledge of meanings of some words like ( قطعت و وقعت ) and used their most common meaning which distorted the meaning and made the translations sound weird and funny. The students misunderstood few words in the text which made them misunderstand the whole text. It was noticed that lexical and semantic interferences went side by side since both of them were mainly caused by literal translation and the misunderstanding of texts. The only difference that can be identified was that semantic errors cause more deviations in the meaning than the lexical ones.

## 4.1.3 Grammatical Interference

This kind of interference occurs on the level of rules and structures of both languages. Most of the students translated the statements while influenced by their mother tongue's structure without considering the differences between the systems of Arabic and English. Their translations included many errors. Students divided the sentence into words and translated them individually rather than a whole entity. In addition to that, they transferred the structure of the source language into the target language. Most of the students committed errors related to omission of the copula, use of prepositions, passive voice and subject-verb agreement. The main reason for these errors was because students who are native speakers of Arabic would sometimes unconsciously inject the structure of Arabic into their translations of English texts. Examples on this can be seen in the following statements.

يعتبر الاردن من اعظم مراكز الحضارات القديمة ويضم ثروة قيمة من اثار الامم التي حكمته وتركت فيه مظاهر فنها و عظمتها.

This statement was translated into (Jordan considers one of the greatest old cultural centers.) instead of (Jordan is considered one of the greatest old cultural centers.). Most of the students treated this statement as an active sentence and used the simple present form instead of the passive form.

اذيع في دمشق ان لجنة تشكلت لبحث امكانية اصلاح الخط الحديدي الحجازي.

It was translated into (In Damascus is announced that is a committee ....) instead of ( It was announced in Damascus that a committee was formed to …/ It was announced that a committee was formed ……in Damascus.). The structures of the passive voice differ from Arabic to English. While there is only one structure used in Arabic, English has many in which verb to be is used with the past participle of the verb with all tenses. In Arabic there is no mention to the agent of the sentence but English may and may not mention the agent according to the situation.

The second error that occurred in students' translations was the omission of the copula (verb to be). This kind of error is widely spread among Arab students since the copula (verb to be) does not exist in Arabic. Therefore students ignore or forget using it when translating texts from Arabic into English. This error was found in the example below:

في مكتبة الجامعة كتب و مجلات و دوريات.

In this statement most of the students forgot to use the proper verb to be. They translated it into (In the university library books….) instead of (In the university library there are books…..).

Agreement between subjects and verbs, nouns and adjectives is highly noticed in Arabic. Verbs agree with their subjects in number (singular or plural), gender (masculine or feminine) and person ( first, second or third).Therefore, students tend to make a few subject-verb agreement errors in their translations especially when the number is confusing. The differences between Arabic and English structures led the students to inject some Arabic features into their translations of English texts.

تتألف الولايات المتحدة من خمسين ولاية كل منها يتمتع باستقلال ذاتي.

Students translated this statement without any consideration to the difference between Arabic and English. They translated it into "The united states of America consist of 50 states each one of them have its own autonomy" instead of " The united states of America consists of 50 states Each one of them has its own autonomy"

يعتبر الاردن من اعظم مراكز الحضارات القديمة ويضم ثروة قيمة من اثار الامم التي حكمته وتركت فيه مظاهر فنها و عظمتها.

There was also a subject- verb agreement error found in this statement. Students translated (ويضم ثروة قيمة) into (It include valuable fortune ) instead of (It includes valuable fortune ). This was also noticed in other examples as well.

In these examples, students didn't follow the English structure which states that singular subjects in the simple present must take the verb with (s/es) and instead they treated the subject as it was in the state of plural and used the verb without the proper addition. That was due to the students' inexperience in the structure system of English.

Relative pronouns are also some of the most common errors made by the students since there are multiple relative pronouns in English (who, whom, where, when, which, whose) that correspond to the same relative pronouns in Arabic (الذي واللذين و الذين/ التي و اللتين واللاتي). The Arabic relative pronouns are used with singular, dual and plural. There is a set of pronouns for each gender and used with animate and inanimate subjects. Whereas English relative pronouns are used according to the subject with singular and plural regardless for gender i.e.; "who" is used with an animate subject

to refer to a person or a group of people, "whom" is used with an animate object to refer to a person or a group of people, "where" is used to refer to a place or a location, "when" is used to refer to time, which is used to refer to inanimate subjects and "whose" is used to refer to possession). Therefore students encounter a problem translating them since they use the same Arabic relative pronouns to express the English ones. For example:

(الحي الذي يسكنه.) It was translated into(The quarter which /who /it is he lives) instead of (The quarter where he lives). And in ( ان النصر الباهر الذي حققه), they also translated it into (The great victory who he achieved) instead of (The great victory which he achieved), or in (إن السيدة التي رأيتها يوم أمس هي معلمتي.) which was translated into (The lady who I saw yesterday was my teacher.) instead of (The lady whom I saw yesterday was my teacher.).

As noticed in the examples above students encountered many problems in translating the Arabic relative pronouns and choosing the most appropriate English pronoun for them. The Arabic relative pronoun (الذي) might be used with singular, masculine, place, time, animate and inanimate subjects and this pose a problem in English since there is a pronoun for

each usage. Thus students must read the sentence with much care and decide the most appropriate pronoun upon the subject used in the sentence.

A frequent error made by students was in translating prepositions. Arabic prepositions may be translated into different English ones depending on the situation. Sometimes the same Arabic preposition might be an equivalent to more than one English preposition. Therefore students might get confused in choosing the most suitable preposition for the sentence. This kind of error emerged in the students' translations as it is shown in the examples below.

(تحطمت الطائرة فوق جبال الهملايا) the preposition in this statement was translated by most students into (The plane crashed in/ on the Himalayas) instead of (The plane crashed over the Himalayas) and in (تعتبر الاردن من اعظم) it was translated into (Jordan is considered one from/to) instead of (Jordan is considered one of). Also in:

تقع مدينة الرملة على الطريق الرئيسي الذي يصل القدس بيافا و على بعد 44 كيلومتراً من القدس 18 كيلومتراً من يافا.

It was translated by most student as( Ramla is located on the main road) instead of (at the highway) , ( which connects Jerusalem to Jaffa) instead of (which connects Jerusalem with Jaffa) and( it is far away on 44 Km of

Jerusalem and 18 Km of Jaffa) instead of (it is 44 Km away from Jerusalem and 18 Km from Jaffa). Another example was:

(تقع الكرك على ارتفاع 960 مترا) which was translated into( Karak is located on 960 m high) instead of ( Karak is located at 960 m above ground).

These examples gave clear indications of how different Arabic and English are. In the examples above a preposition such as (على) was translated into the same supposed equivalent in English (on) which students did according to their prior knowledge. Even when students may understand the sentences they encounter the problem of deciding the preposition suitable for each sentence. The preposition (على) for example can be translated into many different prepositions in English such as (on/ at/ above/ away from…) but instead most students only used the preposition (on). Students' misuse of prepositions was mainly due to the differences between the two languages. They translated them literally which led to incoherent and inappropriate translation.

## 4.1.4 Stylistic Interference

Stylistic interference is concerned with the form and style of each language. This kind of interference deals with punctuation and capitalization which are the main errors that students may commit. The

researcher focused on these two regardless of other kind because they were in high frequency in the students' translations. Students usually focus on the translation of lexicon and grammar. They do not pay attention to other aspects like style. The incorrect use of punctuation is the most common error in this kind of interference. There are many differences between Arabic and English especially in punctuation. In Arabic sentences are long and usually are separated by commas. There is excessive use of commas on the expense of fullstops. Also in Arabic there is excessive use of (wa/ و) as it is shown in the examples below.

يعتبر الاردن من اعظم مراكز الحضارات القديمة ويضم ثروة قيمة من اثار الامم التي حكمته وتركت فيه مظاهر فنها و عظمتها.

It was translated as (Jordan is considered one of the greatest centers of old civilizations and it has valuable treasures of the previous nations that ruled it, and left behind it features of its art and grandness.) instead of (Jordan is considered one of the greatest centers of old civilization. It has valuable treasures of the previous nations that ruled it, and left behind it features of its art and grandness.)

Students did not use punctuation in their translation since it didn't appear in the original text. They focused more on the linguistic aspect of the text and neglected the style for example in Arabic there is a use of

"wa/و"instead of ending the sentences with periods. Therefore they were influenced by the stylistic aspect of the original text and injected it into their translation.

There is also the use of capital letters in English which is also ignored by students because it does not exist in Arabic. Capitalization is a very important form in English because it is used in many places; like at the beginning of sentences, initials of names and in abbreviations. Such errors were seen in the following examples.

تعتبر مدينة القدس عامة والبلدة القديمة خاصة واحدة من اكثر المدن تنوعاً في العالم.

It was translated as (jerusalem considered) instead of (Jerusalem is considered) because students aren't used to write names in Arabic differently from any other name. Therefore, having such rules in the English language may confuse them and they might neglect using these rules on purpose. This was also seen in the students' translation of abbreviations.

This was noticed when students translated the following statement.

تتألف الولايات المتحدة من خمسين ولاية كل منها يتمتع باستقلال ذاتي.

It was translated as (the united states / usa) instead of (The United States/ USA). It was clear here that students didn't use either capitalization

for the name of a country or the abbreviated form of it. Students tend to do that because even abbreviations are written normally in Arabic without any special change.

## 4.1.5 Phonological Interference

This kind of interference is mainly concerned with sounds which are noticed in speaking rather than in writing. The researcher focused on the pronunciation of students when they translated different texts orally. There are many differences between the Arabic and the English sound systems; many sounds and phonemes are six found in Arabic which are not found in English and vice versa. The kinds of errors found in this respect are mainly related to long and short vowels, diphthongs, consonants and consonant clusters. Arabic has three vowels while English has six so the pronunciation of these vowels might cause a problem for students since they do not exist in the source language. Such interference was shown in the following examples.

المعذرة هل يمكنك تمرير شراب سبرايت إلي؟

Students' oral translations of these statements were clearly influenced by the sound system of their mother tongue Arabic. They faced many difficulties and committed many errors when they pronounced the words

even though they wrote them correctly. Instead of saying /ikskju:s/ me can you pass me the /spraʊt/? they said /iksikju:s/ me can you pass me the /sipraʊt/?

اجتمع الناس في الساحة للاحتفال بالربيع.

They pronounced it as /bi:bl/ gathered in the /sikweə(r)/ to celebrate the /sibriŋ/. whereas they should have said (/pi:pl/ gathered in the /skweə(r)/ to celebrate the /spriŋ/. This statement shows the difference between the pronunciation of the Arabic and English consonants /P/ and /b/.

The last example was concerned with vowels and it was translated as follows:

ظن خالد بأن السفر بالسفن رخيص.

When students were asked to translate it they pronounced it as (Khaled thought that travelling by /ʃi:ps/ /tʃəps/ was /ʃi:p/.) instead of (Khaled thought that travelling by /ʃips/ was /tʃi:p/.)

Students encountered difficulties in pronouncing the above words due to the differences between the two languages. In the first example students pronounced the consonant clusters by inserting a vowel within them because Arabic allows one or two consonants to be used consecutively but does not allow three whereas they are widespread in English. Therefore

Arab students tend to inject vowels within them. In the second example, students pronounced the /P/ as /b/ because the phoneme /P/ does not exist in Standard Arabic so phonemically they replaced it by using the closest phoneme to it which is /b/. They also inserted vowels within the consonant clusters in the words (spring and square). The last example included errors related to short vowels. Students mispronounced words with the short vowels /i/ and /e/ because the phoneme /e/ does not exist phonemically in Arabic, therefore students get confused. Even though they used the correct words in the written translation, it was incorrect when it came to pronouncing them. They also pronounced words starting with the consonants ch /tʃ/as sh /ʃ/ since the /tʃ/ sound does not exist in Standard Arabic so phonemically students used the closest sound to it which is /ʃ/. It was also noticed that their pronunciation was not only affected by the interference of their mother tongue Arabic but also by their local accents.

## 4.2 Results of Question Two

2. What suggestions can be offered to solve these problems?

Findings for this question were collected from the semi-structured interviews that were conducted by the researcher. A group of four professionals were interviewed to discuss their views about the kinds of interferences their students encounter and what they suggest to overcome and solve such problems. The researcher conducted the interviews personally to have a more perceptive view of the interviewees' reactions and responses. The researcher introduced herself and the purpose of her study and started asking the questions which were constructed for the purpose of investigating the problem of interference. The interviewed instructors had long time experience in teaching English in various universities; two of them came from the University of Jordan and the other two came from Al-Balqa' Applied University. They provided useful information for the researcher based on their experience.

The first instructor is from Al-Balqa' Applied University and she has taught courses in English and translation for many years. She stated that interference has a great influence on students' translations because of their lack of experience. She added that students try to adjust the target language according to the rules of the source language, because they lack knowledge

in the rules of the target language. She explained that interference may occur unconsciously because some students might inject features of their first tongue when translating to the target language. She suggested that in order to avoid this problem, students must gain more experience in translation and take courses about the two languages to fill the gap between them.

The second instructor was also from Al-Balqa' Applied University. She stated that the influence of the Arabic language on English is inevitable because whenever there is contact between languages they would definitely influence each other. She also explained that student's lack of knowledge in both languages and most of them ignore the rules of each language because that is much easier for them. BA students are inexperienced so they translate most of the texts literally injecting their mother language rules and lexicons in their translations. At the end, she emphasized that those instructors should guide and help students to achieve the most appropriate conclusion. She added that with the support and guidance of instructors this problem might be solved, since they would try to train students to differentiate between the two languages and treat them as individual entities that have their own rules and systems.

The third instructor was from the University of Jordan. She had given translation courses to BA and MA students for many years. She stated that

interference of the first language has a positive effect rather than negative. She added that since we are talking about Arab students, it would be obvious that they lack knowledge in the target or the second language and therefore they use aspects of the first language which made it easier for students to understand the second language and increase their knowledge about the two languages. She explained that even if students use literal translation and inject the features of their mother tongue into their translations, with practice they would come to understand the problems and less interference would be found in their translations. Therefore the solution that may decrease the issue of interference lies in practice. Students would benefit from it and improve their translation skills.

The fourth instructor was from the University of Jordan and she had taught translation courses to BA students for many years. She indicated that interference was seen clearly in the translations of freshmen rather than third and fourth year students. It was obvious that their ignorance in both languages make them commit these errors. She explained that interference was mainly noticed in their translations of lexicons and grammar. According to her experience in the field of translation and evaluating students' translations over the years, she noted that most of the students tended to inject the features of Arabic into their translations into English. They also focused more on translating the linguistic features rather than the

non-linguistic ones. She stated that in order to overcome this problem, translation courses must include a contrastive linguistics course that gives a full comparison between the two languages which might help the students realize the mistakes they make while translating and try to avoid them.

# Chapter 5

# Discussion and Recommendations

## 5.0 Introduction

This chapter introduces a short summary and discussion of the results of the questions. It attempts to explain the results in light of reviewed literature. It also includes the opinions of the researcher in relation to what others have done in their studies. It concludes with recommendations and suggestions for further research.

## 5.1 Discussion of the Results of Question One

This part provides a summary of the results for each question in light of previous studies.

1. What problems arise from the interference of Arabic when translating different spoken and written texts from Arabic into English?

Arabic and English are completely different languages that belong to two different language families. They share few similarities but many differences in structures, phonological systems, lexical expressions and styles; which made students commit errors when translating texts from the source language into the target language. It was suggested by many

researchers such as Brown (2007), Mitchell and Myles (2004) that all the errors that the students' commit were due to the interference of L1 onto L2. After analyzing the students' translation, the researcher came to the same conclusion. Results of this question presented in the previous chapter showed that the problem of interference has clearly affected the translations of students when they attempted to translate texts from Arabic into English. The results presented the kinds of interference occurred mainly because of students' lack of knowledge and awareness of the source and target languages. This was in line with Benson (2002), Vannestal (2009), Khansir (2012) and Dweik (2013) who talked about the types and causes of interference.

Carelessness and limited sources available to students were also problems students encountered in the process of translation. These problems were classified into different categories; lexical, semantic, syntactic, grammatical and phonological interferences. Results showed that the most frequent interferences that occurred in the students' translations were the lexical and grammatical interferences. This outcome came as a confirmation of what other researchers concluded in their own studies. Havlaskova (2010) and Erarslan (2014) agreed that these two kinds were the most frequent ones found in students' translations.

Analysis of the statements showed that: Lexical interference occurred due to literal translation and to the students' incorrect choice of equivalents, misuse of dictionaries and sources. Semantic interference occurred due to the students' misunderstanding of the whole meaning of the text which was similar to Bloem (2004) who focused on semantic interference and showed that this kind occurred due to the students' misunderstanding of the text. Grammatical interference occurred because of students' injection of the rules and structures of Arabic into their translations in English language which is similar to Maros et al. (2007) and Maier. (2008) who investigated structural and grammatical errors which occurred mainly because of the influence of the mother tongue on the target language and the injection of some rules and structures of the source language into the target language. Stylistic interference occurred because of the differences between the features of the source language and the target language; like the differences in using punctuation and capitalization. Phonological interference occurred in the level of sounds in students' pronunciation of words that included vowels, consonants and consonant clusters.

Most of the results found in this study go side by side with other researchers and that indicates that the problem of interference can be considered as a global problem. As it was discussed earlier every language has its own sets of rules and lexis and even if they share some of them with

other languages, interference occurs either way and whether it is positive or negative it affects both languages. It is inevitable for languages to be affected by each other because they came in contact.

## 5.2 Discussion of the Results of Question Two

This part summarizes what the interviewees thought about the problem of interference and how it was possible to solve.

2. What suggestions can be offered to solve these problems?

The researcher conducted interviews with four instructors who had experience in the field of teaching translation courses to BA students. The four instructors were chosen from two different Jordanian universities; the first two were from Al-Balqa' University and the second two were from the University of Jordan. They provided the researcher with the information needed to answer the second question. The interviews gave full perspective of what these experienced instructors had observed in their students' translations through the years. Therefore they were able to suggest and offer solutions which might help in overcoming the problem of interference.

The first instructor showed that students try to inject rules of the source language into the target language in order to make it easier to transfer meanings. She suggested that students should take courses in translation

that might increase their knowledge about it. The second instructor who was from the same university, indicated that errors which were committed by students were due to their lack of knowledge and experience in the field of translation. Therefore she stated that it was up to the instructors to guide them till they reach a more acceptable translation. The third instructor who was from the University of Jordan emphasized the positive effect of interference and how it might help in easing the process of learning a second language. She showed that being influenced by the first language helped the students to understand the second language better. She suggested that students should practice more in translating texts which would eventually lead them to separate the two languages and treat them as individual entities. The last instructor who was from the same university as the later showed that students' level of errors differs from one year to another. Students also focus on the translation of linguistic aspects rather than the non-linguistic ones. She suggested that in order to solve this problem, translation courses should include full comparison between the two languages and focus on the rules, styles and systems of each language. All of the instructors agreed that the influence of L1 on L2 is the main reason for the appearance of errors in the students' translations. The suggestions given by the interviewees helped the researcher to have

efficient knowledge about interference and its effects as well as some solutions for the problem.

In light of the results that were found at the end, the researcher came to the conclusion that the students mainly committed errors because they misunderstood the texts and what the writers intended. Therefore we can say that interference causes misunderstanding which results in committing errors. Interference can be viewed from two different perspectives. The first, interference takes place if specific features of the source text are injected or translated literally into the target language (TL). The second, interference may be viewed as an internal factor that occur on the level of translation which may include cases when any characteristics of the source text are transferred in the translation. This idea was mainly investigated by Newmark (1988).

## 5.3 Conclusion and Recommendations for further Research

This thesis focused on the kinds of interference found in the translations of BA students majoring in English. The concept of interference was discussed, identified, explained and classified by many researchers whose work was the bases for conducting this study. The researcher tried to answer two questions about the kinds of interference and how to solve it. She analyzed a set of translations by students who attended translation courses and classified the type of interference found in each one and gave examples on them. She also conducted interviews with four university instructors who provided suggestions to solve the problem of interference.

Results indicated that errors committed by the students occurred because of interference, from Arabic (L1) into English L2. Interferences were classified into lexical, grammatical, semantic, stylistic and phonological. Results showed that these kinds of interference occurred because of students' lack of knowledge and awareness in both Arabic and English; the most frequent kinds were lexical and grammatical. Lexical interference occurred because of literal translation of the text whereas semantic interference occurred because of misunderstanding the whole meaning of the text. Grammatical interference occurred because of the injection of the first language's rules into the second language translations.

Stylistic interference occurred because of the differences between the features of both Arabic and English. Phonological interference occurred because of the differences between the sound systems of each language. Also suggestions given by the instructors showed that this problem can be solved if students practise translation and took extra courses in translation, their abilities as translators will improve. They also suggested that instructors should provide spoken and written feedback as well as guidance in order to overcome these problems.

Based on the results of this study, the researcher suggests some topics that could be researched in the future. The researcher recommends that further research may be conducted on other types of interference such as cultural interference which occurs as a result of the interference between Arabic and English.

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# Appendix 1

## Translation Test Items:

1. الحي الذي يسكنه بعيد عن هذا المكان.

.........................................................................................

2. في مكتبة الجامعة كتب و مجلات و دوريات.

..........................................................................................

3. تقع مدينة الرملة على الطريق الرئيسي الذي يصل القدس بيافا و على بعد 44 كيلومتراً من القدس 18 كيلومتراً من يافا.

..........................................................................................

..........................................................................................

4. يعتبر الاردن من اعظم مراكز الحضارات القديمة ويضم ثروة قيمة من اثار الامم التي حكمته وتركت فيه مظاهر فنها و عظمتها.

..........................................................................................

..........................................................................................

5. اذيع في دمشق ان لجنة تشكلت لبحث امكانية اصلاح الخط الحديدي الحجازي.

..........................................................................................

6. سيتم تصريف المياه الفائضة عن طريق تحويل مجرى نهر العاصي و انشاء سدود و اقنية .

……………………………………………………………………………………

7. اطلقت امريكا قمرها الصناعي الاول. و هو يدور حول الارض

……………………………………………………………………………………

8. توجه رئيس الوزراء الى المطار ليستقبل ضيف البلاد العظيم.

……………………………………………………………………………………

9. تتألف الولايات المتحدة من خمسين ولاية كل منها يتمتع باستقلال ذاتي.

……………………………………………………………………………………

10. ان النصر الباهر الذي حققه خالد بن الوليد في اليرموك قرر مصير سوريا.

……………………………………………………………………………………..

11. ادرجت قضية فلسطين على جدول اعمال الجامعة العربية.

……………………………………………………………………………………

12. تعتبر مدينة القدس عامة والبلدة القديمة خاصة واحدة من اكثر المدن تنوعاً في العالم من حيث نوعية و خلفية السكان الذين يعيشون فيها.

……………………………………………………………………………………

……………………………………………………………………………………

13. تقع الكرك على ارتفاع 960 متراً وتشتهر بقلعتها و الحصون التي تحيط بها.

……………………………………………………………………………………

14. إن السيدة التي رأيتها يوم أمس هي معلمتي.

……………………………………………………………………………………

15. غادر وزير المالية عمان الى واشنطن لحضور اجتماعات البنك العالمي و صندوق النقد الدولي التي ستعقد في نهاية الشهر.

.....................................................................................

.....................................................................................

16. وقعت الفتاة بالخطأ عندما كشفت السر.

.....................................................................................

17. قطعت وعداً على نفسي بألا استسلم.

.....................................................................................

18. المعذرة هل يمكنك تمرير شراب سبرايت إلي؟

.....................................................................................

19. اجتمع الناس في الساحة للاحتفال بالربيع.

.....................................................................................

20. ظن خالد بأن السفر بالسفن رخيص.

.....................................................................................

# Appendix 2: The Interview Questions

The following questions are going to be asked to a group of professionals in the field of translation. Each interview provides information related to the second question concerning suggestions and recommendations to ease the problems that students face while translating different spoken and written texts.

Q1: In your opinion, what are the types of interferences and their frequencies that Arab EFL learners encounter when translating texts from Arabic into English?

Q2: Howdoes L1 interference influence students' translation from Arabic into English?

Q3: What suggestions do you recommend to ease the problem of interference?

# Appendix 3: Permission Letter

جـامـعـة الـشـــرق الأوســـط
MIDDLE EAST UNIVERSITY

كـلـيـة الآداب والـعـلـوم
Faculty of Arts & Sciences

الرقم: ك أ ع/ خ/ 29/1
التاريخ: 2016/06/11

**إلى من يهمه الأمر**

**تحية طيبة وبعد،**

أرجو التكرم بإجراء ما يلزم لتسهيل مهمة الطالبة زينب علي حسين عثمان ورقمها الجامعي (401410020) ماجستير لغة انجليزية وآدابها في جامعة الشرق الأوسط؛ لتطبيق الأداة المعدة للبحث المعنون " مشكلات التداخل في ترجمة النصوص المحكية والمكتوبة من العربية إلى الإنجليزية" بإشراف الدكتور بدر الدويك.

**وتفضلوا بقبول فائق الاحترام والتقدير**

**ق.أ. عميد كلية الآداب والعلوم**

**د. محمد بني عيسى**

جامعة الشرق الأوسط
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